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ABSTRACT

A group of 46 students from a remedial English workshop at Arkansas Agricultural, Mechanical and Normal College were subjects in a study to determine whether linguistically oriented teaching methods more effectively corrected writing errors of black dialect speakers than traditional teaching methods (using "The MacMillan Handbook"). An effort was also made to validate a procedure for measuring the influence of a divergent dialect upon written free expression. Divided evenly into an experimental and control group, the students were required before and after the semester to write from dictation 50 sentences which contained 98 opportunities to make dialectally derived errors and to write a three page essay on a selected topic. Non-dialect and dialect errors were tabulated and between-group differences computed. Results indicated a mean reduction of six errors by experimental group students in free writing. They made 8.69 fewer errors per student in the dictated sentences, while the control group reduced the average number by only one. An appendix with a complete listing of errors, test sentences, questionnaires, syllabi for each group, and writing samples is included. (HS)

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A STUDY OF THE EFFECTIVENESS OF LINGUISTICALLY
ORIENTED TEACHING METHODS IN CORRECTING DIALECTALLY
DERIVED ERRORS IN THE WRITING OF BLACK COLLEGE STUDENTS

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ABSTRACT

A STUDY OF THE EFFECTIVENESS OF LINGUISTICALLY ORIENTED TEACHING METHODS IN CORRECTING DIALECTALLY DERIVED ERRORS IN THE WRITING OF BLACK COLLEGE STUDENTS

This study was conducted during the Spring semester, 1972, at Arkansas Agricultural, Mechanical and Normal College, a predominantly Black college. Two classes were chosen from the regular enrollment of English 3200, a remedial English Workshop. The experimental class was taught by methods developed by the researcher and designed specifically to correct dialect errors in writing. The control class, also taught by the researcher, was taught by traditional methods using The MacMillan Handbook.

Both groups were evaluated at the beginning and end of the semester by the same two instruments, the Dictated Sentence Test, an instrument devised by the researcher, and a free expression essay. All errors in both sets of answers were tabulated and the experimental and control classes were compared. The experimental class showed an improvement in dialect errors over the control class of 160% in the essay, and 769% in the Dictated Sentence Test.

To validate the Dictated Sentence Test as a predictive and evaluative instrument for the measuring of dialectally derived errors, Pearson Product Moment Coefficients were calculated between the dialect errors in the sentences and the dialect errors per 100 words in the essays for 159 students. A correlation of 0.605 was obtained.

PREFACE

I realize that in these troubled times public mention of any ethnic or cultural difference from the norm can give rise to misunderstandings. I began the work embodied in this report with a clear knowledge of the sensitivity of the area of language study especially as it affects minority groups. I believe, however, that if the reader can grant me the three basic premises under which I began my investigation that misunderstanding can be avoided. These premises follow:

1. All persons speak a dialect. I am using the word dialect in this study without any pejorative meaning--intending it to mean only the way people speak in any given area.
2. The spoken dialect can affect the writing of the speaker. The proof of this statement will be found in this report under conclusions.
3. It is desirable that all college students have a command of Standard Written English, be his spoken dialect whatever it will.

My students' speech is perfectly understandable and the dialect peculiarities which cause so much interference in their writing are not serious handicaps to their speech. An example may illustrate. Many of my students pronounce alone and along exactly the same. This dialectal variation is only faintly noticable in speech, but when the two words are confused in writing, ludicrous errors result.

I would like to add that in my three years of teaching at A. M. & N College, I have not had one student who was not tremendously interested in his own language and who was not concerned about his writing and desirous of improving his performance. I met with no resentment in discussions of features of Black dialect nor did any student fail to see a necessity for his written language to conform to standard written English.

Dr. Keith Cox and Dr. Thomas Thornburg of Ball State University both assisted me in the technical aspects of this project. They reviewed all my material, both written and on tape, and checked the raw data for accuracy. I am deeply indebted to both for their verification of the results of this study. (See Appendix A for their reports to me).

I wish, also, to thank Dr. Gary Chamberlin who assisted me in the preparation of the project proposal, and Dr. John Gilmore who programmed the data for the computer. I am especially grateful to Prentiss Lewis Neal, a young graduate in English Education at A. M. & N and a fine writer, for permission to study the manuscript of his unfinished novel, The Organizer, for observation of the dialect of his fictional characters. Mr. Neal also furnished me with valuable information and insights into the various influences which have affected the dialect of the young Black student from Arkansas.

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CHAPTER I INTRODUCTION

A pilot study conducted under the auspices of the Arkansas Educational Research Stimulation Project (funded by the Regional Project Research Program of the U.S. Office of Education) revealed that the Black students in Arkansas Agricultural, Mechanical, and Normal College, a predominantly Black institution, had a distinctive spoken dialect which had an adverse effect upon their writing. Ten specific categories of error were determined and probable reasons for the errors were discovered. (See Appendix B for a list of errors and probable reasons for each).

From the data gathered in the pilot project the investigator developed new diagnostic procedures, teaching methods, and evaluative procedures which showed promise in significantly reducing dialectally derived errors from the writing of Black college students.

As these new techniques required validation to determine if they were more effective than traditional methods, a project proposal was written and submitted to the office of Education in Dallas. A grant in the amount of \$8,357.00 was awarded the researcher to pursue the proposed investigation. The contract for the grant was signed January 18, 1972.

The researcher teaches five sections of English Workshop 3200 at Arkansas Agricultural, Mechanical and Normal College at Pine Bluff, Arkansas, (Since July 1, 1972 the University of Arkansas at Pine Bluff, However, as the study was done before the name of the college was changed, this final report will use the name Arkansas Agricultural, Mechanical and Normal College, (A. M. & N College) throughout). The researcher selected two of these sections of English 3200 to serve as the experimental and control groups for the project.

Both the experimental and control groups were taught by the researcher. The experimental class was taught by linguistically oriented techniques which were designed specifically to correct dialect errors in writing. The control class was taught by traditional methods as outlined in MacMillan Handbook of English by Kiezer and Walker. At the beginning of the semester both groups of students were required to write from dictation fifty sentences which were composed by the researcher and which contained approximately 98 opportunities to make dialectally derived errors. (See

Appendix C for a copy of these sentences and Appendix H for three samples of original tests). At the next class meeting both groups were asked to write a three page essay on a topic selected by the researcher. These two data sources were marked with special marks for dialect errors and for non-dialect errors and the occurrence of each error was tabulated. At the end of the semester both groups were again required to write the same fifty sentences from dictation and to write another three page essay.

These final data sources were marked and each occurrence of dialect and non-dialect errors was tabulated. The differences in performance on both the first and last data sources was calculated for both the experimental and control classes, and the difference between the experimental and control class was computed.

One of the purposes of this study was the further validation of the fifty dictated sentences (Dictated Sentence Test) as a device which would predict dialect errors in free expression writing. Therefore, Pearson Product Moment Coefficient Correlations were calculated between the errors in the sentences and errors per 100 words in the essays of 159 subjects taken from the entire enrollment of English 3200 Spring semester and English 3200 Summer session.

Review of Literature and Related Research. A search of the literature on dialect and dialectology revealed no publication on any aspect of dialect as it pertained to writing. The Library of Congress, the Negro Bibliographic Society, and the Center for Applied Linguistics answered queries by saying that they had no information on dialect interference in writing. The investigator also contacted, by telephone and in person, several authorities in the field of linguistics. In each case, they know of no published research or unpublished monographs on dialect as it pertained to writing.

A great deal of material has, however, been published on dialectology in general and on spoken Negro dialect in particular. Studies such as those by Baratz, Stewart, and Shuy were concerned with the speech of young children. Although not directly concerned with the written language, they provided corroboration for the premise that the ten areas of writing errors under consideration for this study were of dialectal derivation.

The investigator conducted a study entitled, Dialect Interference in the Writing of Black College Students, under support from the Arkansas Education Research Stimulation Project. This study is on file with the Department of Higher Education, Little Rock, Arkansas.

As there are no publications on dialect interference in writing readily available to teachers, it is hoped that this study will delineate the areas of problem in the writing of Black college students and suggest some techniques and

methods which may be used effectively by those who teach students who speak a Black Southern dialect. It is also possible that the techniques and methods outlined in this study may be modified for use by those who teach any student who is handicapped by any dialect that differs from the norm.

This study does not attempt to establish historical, phonological or morphological reasons for the dialect errors which occur in the writing of Black college students as such linguistic analysis is beyond the scope of this project.

In general, this study seeks to identify problem areas in the student's dialect and to advance methods which may serve to alleviate these problems.

CHAPTER II

POPULATION DESCRIPTION

Each of the 46 students concerned in this study filled out a questionnaire containing questions about the student's environment, and possible influence upon his language. (See Appendix D for a copy of this questionnaire).

All the demographic information concerning the 23 subjects in the experimental class and the 23 subjects in the control class was fed into a computer and the following information was retrieved.

CONTROL GROUP. This class consisted of 9 males and 14 females. One girl withdrew from college during the semester so her scores were not included in the final computations. As the final comparisons dealt with averages only, the withdrawal of this one student did not affect the final data. The average age of the control group was 21.83 years. Almost 70% listed themselves as single. The students were all juniors or seniors; only 20% had ever attended another college. About three of every four students (73.91%) were receiving some kind of financial assistance.

All of the students had lived in the same area all of their lives before coming to A. M. & N. Eighty-six percent still live with at least one parent when home from college. The subjects had a combined total of 160 siblings or 6.95 per family. Of the total number of siblings, 85 had graduated from high school and 31 from college. Eighty-four of the siblings were younger than the subjects. The average number of years of education received by the father was 8.81 years, and the mother, 10.76 years. (In this region it is still common to see Black males leave school for work at an earlier age than Black women).

About one-tenth, 8.6%, of the students attended an integrated elementary school, while almost half (43.47%) attended an integrated high school. Evidently almost all the students worked either during the school year or during the summer, since 86.95% indicated that they had worked at some time. Only 1.32% of the men interrupted their education in order to serve in the armed forces.

Students indicated that most (73.91%) read a newspaper at least occasionally. Even a larger number, 86.95%, have been exposed to television most of their lives. Each student reported reading an average of about 6.34 books each year in the recent past. About 60% (60.87%) had studied a foreign language either in high school or college.

EXPERIMENTAL GROUP. This group consisted of 9 males whose average age came to 21.80 years and 13 females whose age was 21.46. Ninety-one percent (91.30%) listed themselves as single.

Only 17.39% in this group were transfer students. The total percentage of students awarded some type of financial aid amounted to 65.21%.

All of the students said that they had lived in one area all their lives. Seventy-eight percent still live with at least one parent. This group had a total of 161 siblings, with the average number of siblings being 7.00. Of the total siblings 79 had graduated from high school and 25 from college. The fathers of this group attended school an average of 9.06 years while the mothers received about one year additional education (10.33 years).

Only a small number (4.34%) of the students in this population attended an integrated elementary school, while 17.39% went to an integrated high school. Those students who have some work experience came to 90.30% of the total. Of the men, 5.67% had had some military service.

Almost 92% of the experimental group indicated that they read a daily newspaper. Ninety-one percent have had television in their homes for several years. This group indicated that they read an average of 6.65% books a year. Almost 70% (69.57%) report that they have studied another language.

NOTES ON THE POPULATION. Several significant factors are apparent in a study of this population. Nearly all the students have had a very traditional, stable childhood. Every student had always lived in the area in which he was born. The greatest percentage have lived with at least one parent all their lives. The students listed themselves as having been in an average of seven states. This would indicate a fairly well traveled population. However, if one reflects that there are six states contiguous to Arkansas, one might assume that most of the traveling done by this population occurred after they entered college, and probably was done in connection with activities in the school.

Almost half of the students have lived on a farm all their lives. Although segregation was declared unconstitutional shortly after most of these students were born fewer than 10% listed themselves as having attended an integrated elementary school. A greater number, 43.47 percent, of the control class and 17.39 percent of the experimental class, attended an integrated secondary school.

Another factor of this population with far reaching implications for education is the number of children in the families of the students. The students of both the control and experimental groups had an average of 7 siblings, most of whom it may be assumed have the same difficulty with language as the present population. The 46 students in both groups had a combined total of 321 siblings, 174 of whom were younger. These figures plainly show that there are still a large number of young Black students who will likely come

to college bringing with them the same language difficulties which plagued their older brothers and sisters. Certainly some notice should be taken of these students and some provisions made for helping them with their language problems.

The typical student of English 3200, a remedial English class, is Black, 21 years of age, and single. He came from a large family and lived in a rural or semi-rural area. He attended segregated elementary and secondary schools. He has had access to television and radio all of his life, reads a daily newspaper and occasionally reads a book for pleasure. He has lived in the same area all of his life, and has lived with at least one parent. He has studied at least one foreign language.

The remarkable thing about these two randomly self-selected populations is their similarity. Statistics vary only slightly as to age, sex, and other demographic information. There are only two statistical items which vary significantly. More of the control class, for some reason, had attended integrated secondary schools than had the experimental group, and a greater percent of the control group were married.

CHAPTER III

PURPOSES, METHODS AND PROCEDURES

PURPOSES OF THE STUDY. The purposes of this study are twofold. They are (1) to determine if linguistically oriented teaching methods which have been specifically designed to correct the writing errors deriving from a spoken Negro dialect are more effective in significantly reducing such errors than traditional teaching methods and (2) to validate an evaluation procedure for measuring the extent of influence of a divergent dialect upon written free expression.

METHODS AND PROCEDURES. During the Spring semester, the investigator taught five sections of English 3200, a remedial English Workshop. Section I, meeting at 8:00, Section II meeting at 9:00, Section III meeting at 3:00 and Section IV meeting at 4:00. Section V is a six week night course.

Because of racial strife and tensions, the campus of A. M. & N College was very disorganized during the first three weeks of February. Many students were absent from class during this period as the student body went out on strikes and protest marches. Class attendance did not become stable until the fourth week in February. Because of this erratic attendance many students in English 3200 did not complete all the items necessary to be included in the populations of the control and experimental classes for this project. Therefore, the population for both the control and experimental classes was not as large as the original proposal for this project had indicated.

The enrollment in all five section of English 3200 was quite high, totaling 190 students. As this is an excessively large class load of remedial students, 44 students were allowed to test out of English 3200 on the basis of good performance on the Dictated Sentence Test and the Diagnostic Essay, leaving only those students who were considerably below standard.

As Section V is a six week night course, it was not considered as a possibility for this project. The researcher wrote each remaining student's name, sentence score, essay score and English Proficiency score on a note card. Averages for the first four sections were run on all items. These statistics formed the basis for the selection of the experimental and control classes for this project.

Section III, which meets at 3:00 o'clock each Tuesday and Thursday afternoon, was chosen as the experimental class. Section IV, which meets at 4:00 o'clock each Tuesday and Thursday afternoon, was chosen as the control class. These two sections were chosen for this project for the following reasons:

1. They were fairly equally divided as to sex.
2. Both classes met in the afternoon.

Section I was not chosen because it meets at 8:00 o'clock in the morning, and past experience indicates that students, and possibly the teacher, are not as alert as might be at this hour.

Section II was not chosen because of the preponderance of women in this class and because the advantageous hour, 9:00 in the morning, might be an incalculable variable in the project.

After the control and experimental sections were chosen, an equal number of subjects were selected as respondents for this project. These respondents were selected on the basis of having completed the following required items:

1. Perfect attendance during the first two weeks of the semester.
2. Answering Dictated Sentence Test.
3. Writing Diagnostic Essay.
4. Filling out questionnaire.

In Section IV, the control class, there were only 14 girls and 9 boys who met the requirements as respondents. Therefore, 14 girls and 9 boys were selected from the experimental class as respondents. One student was transferred from Section IV to Section III before the teaching methods diverged.

The Dictated Sentence Test, an instrument devised by the researcher, and containing 98 opportunities to make dialectally derived errors was administered to the students at the third class meeting. The sentences were read aloud clearly and slowly twice and the students were required to write them down. The students were not allowed to speak during the Dictated Sentence Test; however, if because of some distraction, coughing or the like, a student did not hear the sentence on the first two readings, he was allowed to raise his hand and the particular sentence was repeated once more.

At the fourth class meeting the students were all asked to write a three-page essay entitled "The Good Life."

These two instruments were marked by the researcher, using a straight mark for dialect errors and a circle for non-dialect errors. These marks were tabulated, counted and averaged. These calculations were used on the primary data sources for this study.

The subjects in the experimental and control classes were not told that they were participating in a controlled experiment. Since students in the various sections do, however, discuss assignments and would undoubtedly have been aware that they were being taught by different methods, each section was read a prepared statement on the second class meeting date. (See Appendix E for the statement which was

read). This procedure tended to avoid the potential for a "Hawthorne Effect" bearing upon the experimental group results and prevented students from attending classes other than the ones in which they were enrolled. This procedure avoided dilution of either the control or experimental group by unenrolled students being in attendance.

EXPERIMENTAL CLASS. The experimental class was taught by the linguistically oriented techniques which had been designed specifically to correct dialect errors in writing (See Appendix F for the complete day-by-day syllabus for the Experimental class). Included was a series of five lectures on historical and linguistics reasons for dialectal writing errors. There was concentration throughout the course on understanding language changes, language simplifications, leveling of inflections, and phonological and morphological reasons for specific deviations from the norm. In spite of considerable disturbance and turmoil on the campus, class was held each scheduled session and the syllabus was rigidly adhered to with the following two exceptions. The grading symbols listed in the syllabus were not used, the researcher having decided that students might become confused if required to learn a totally unfamiliar set of grading symbols. It was also felt that the students might benefit more from seeing the proper correction of each error. Therefore, the researcher either supplied the missing inflections or crossed out the construction that was in error, and wrote the correct version above. The corrections were made with a red pen.

As noted in a proposed procedural change in the first project report, all four sections were asked to make a taped voice recording. The two sections not used in this study and the control section read a piece of writing composed by the researcher, (See Appendix G), and one of two selections of poetry. The experimental section read three pieces of material into the tape recorder. They first read the page of writing composed by the teacher, and referred to above. This piece of writing contains the following pairs of words which are often confused by the students in their writing.

Whether - weather	alone - along
send - sent	spend - spent
fell - feel	when - went
where - were	lost - lose

There are also in the piece of writing, several words which the students habitually write incorrectly. There are several opportunities to level inflections on verbs, and two opportunities (in the words question and suddenly) to pronounce the r which frequently intrudes into the written word. There are several opportunities to level inflections

on other parts of speech, and one opportunity (in the word children) to double the plural inflection.

The students of the experimental section also read a xeroxed copy of an uncorrected, unmarked paragraph which they had written in class. They then read a corrected version of the same paragraph.

These recordings were analyzed by the researcher and two consultants in Phonemics to determine probable causes of the dialectal peculiarities noted in the writing. (See Appendix A for evaluations by the two consultants).

Although originally intended only to give the researcher additional insight into the language problems of the students, these recordings proved to have value as a learning aid. The students of the experimental class made a valiant effort to supply the needed inflections in their recording of the corrected version of the paragraph, and it appeared that they were better able to understand the relationship between the spoken dialect and their writing.

CONTROL CLASS. The control class was taught by traditional methods as outlined by the MacMillan Handbook of English by Keizer and Walker. (See Appendix F for the syllabus for the control class). The lessons covered the following general headings: grammar and usage, mechanics, punctuation, spelling, words and phrases, effective sentences and paragraphing. The grading symbols in the back of the book were not used extensively because they proved confusing to the students, and it was, after all, incumbent upon the researcher to teach the students to the best of her ability, although using methods which had not appeared to be effective in the past.

The final examinations for the control and experimental classes were not administered on the College assigned date as the researcher wished to duplicate the conditions of the primary data gathering situations. It was necessary to give the Dictated Sentence Test and the three page essay on different days so the students might have the same amount of time as they did in the original situation. The Dictated Sentence Test was administered on the next-to-last regular class meeting.

On the last regular class meeting the students again wrote a three page essay on their choice of the following topics:

1. Three things you would like to see before you die.
2. A description of an event which caused you to have emotions of pity or compassion.
3. A subject of your own choosing.

All errors in these final data sources were marked as dialect errors or non-dialect errors. These errors were counted and tabulated, and the difference between the number of errors on the primary and final data sources was calculated for both the experimental and control group to discover the improvement in each group. The following formula was then applied to discover the percentage of improvement of the experimental group over the control group:

Let r = percentage of improvement.

x = number of fewer errors of experimental group.

y = number of fewer errors of control group.

$$r = \frac{x - y}{y} \times 100$$

To validate the Dictated Sentence Test as a predictive and evaluative instrument the total errors, dialect errors, and non-dialect errors on the primary data sources were counted for a total of 159 students. These variables were tabulated and programmed into a computer. Pearson Product Moment Correlation Coefficient were calculated for several sets of variables.

CHAPTER IV

RESULTS

All errors in both sets of the primary and final data sources (Dictated Sentences Test and Essays) for both the Experimental and Control groups were counted and tabulated as either dialect or non-dialect errors. For the essays the total number of words were counted and averaged. The errors, both dialect and non-dialect, per 100 words were calculated and the average number of dialect and non-dialect errors per 100 words per student was calculated. For the Dictated Sentence Test the total number of dialect and non-dialect errors was counted and tabulated. The average number of dialect and non-dialect errors per student was calculated.

The number of errors in the final data sources were subtracted from the number of errors in the primary data sources, giving the improvement in each category in fewer errors per student. Then the percentage of improvement of the Experimental group over the Control group was calculated.

The Experimental group showed the following improvement over the control group in fewer errors in the sentences.

SENTENCES:	Fewer total errors	10.16
	Fewer dialect errors	7.69
	Fewer non-dialect errors	2.28

(The discrepancy between totals and the sum of the parts is the result of rounding of all figures to the nearest 100th).

Percentage of improvement of Experimental over Control group in the sentences:

Total errors	428%
Dialect errors	769%
Non-dialect errors	166%

In the essays the Experimental group showed the following improvement over the Control group in fewer errors per 100 words per students:

Fewer total errors	.50
Fewer dialect errors	.48
Fewer non-dialect errors	.02

Percentage of improvement of the Experimental group over the Control group in the essays:

Total errors	29%
Dialect errors	160%
Non-dialect errors	1%

The tabulation of raw data, totals and averages are shown in the charts on the following pages.

EXPERIMENTAL GROUP, TWENTY-THREE SUBJECTS

ERRORS IN FIRST AND SECOND ESSAYS

(Errors are calculated per 100 words in essays)

SUBJECT	First Essay			Second Essay		
	TOT.	DIA.	NON-DIA.	TOT.	DIA.	NON-DIA.
1	11.18	6.91	4.27	5.38	2.05	3.33
2	5.22	1.74	3.48	1.90	.63	1.27
3	11.11	9.78	1.33	9.51	9.24	.27
4	6.09	2.03	4.06	5.49	2.75	2.75
5	5.24	1.10	4.14	3.06	2.45	.61
6	6.25	3.33	2.92	4.29	2.64	1.65
7	4.07	2.37	1.69	2.89	1.84	1.05
8	2.43	1.35	1.08	.46	.00	.46
9	8.00	5.00	3.00	7.32	3.94	3.38
10	3.15	1.13	2.03	.61	.46	.15
11	8.74	5.24	3.50	7.50	5.00	2.50
12	1.62	1.08	.54	2.75	1.92	.82
13	6.55	1.35	5.19	3.07	1.89	1.18
14	5.49	4.31	1.18	5.75	3.16	2.59
15	4.99	3.17	1.82	3.02	1.34	1.68
16	4.58	2.29	2.29	.82	.55	.27
17	7.05	2.14	4.91	3.50	1.85	1.65
18	5.84	.00	5.84	2.26	.38	1.89
19	11.00	8.74	2.27	6.69	5.47	1.22
20	.99	.66	.33	1.69	1.41	.28
21	4.41	2.65	1.76	.98	.24	.74
22	1.74	.29	1.45	2.44	.73	1.71
23	11.59	5.31	6.28	5.36	4.08	1.28
TOTALS	137.33	71.97	65.36	86.74	54.02	32.73
Aver. per/Sub	5.97	3.13	2.84	3.77	2.35	1.42
Improvement (Fewer errors)	2.20	.78	1.42			

EXPERIMENTAL GROUP, TWENTY-THREE SUBJECTS

ERRORS IN FIRST AND SECOND SENTENCES

SUBJECT	<u>First Sentences</u>			<u>Second Sentences</u>		
	TOT.	DIA.	NON-DIA.	TOT.	DIA.	NON-DIA.
1	38	28	10	25	17	8
2	15	9	6	17	12	5
3	57	53	4	2	2	0
4	19	12	7	20	12	8
5	19	12	7	11	9	2
6	37	27	10	31	16	15
7	21	18	3	8	8	0
8	14	9	5	0	0	0
9	43	36	7	35	29	6
10	2	1	1	0	0	0
11	29	20	9	19	17	2
12	35	19	16	22	14	8
13	46	22	24	0	0	0
14	24	17	7	20	17	3
15	10	6	4	5	0	5
16	17	11	6	8	6	2
17	30	15	15	24	13	11
18	6	3	3	2	1	1
19	68	57	11	52	45	7
20	45	36	9	31	26	5
21	19	10	9	6	5	1
22	11	9	2	5	4	1
23	55	48	7	29	25	4
TOTALS	660	478	182	372	278	94
Aver. per/Sub.	28.70	20.78	7.91	16.17	12.09	4.26
Improvement (Fewer errors)	12.53	8.69	3.65			

CONTROL GROUP, TWENTY-TWO SUBJECTS

ERRORS IN FIRST AND SECOND SENTENCES

SUBJECT	<u>First Sentences</u>			<u>Second Sentences</u>		
	TOT.	DIA.	NON-DIA.	TOT.	DIA.	NON-DIA.
1	38	29	9	28	21	7
2	12	5	7	7	3	4
3	32	20	12	28	20	8
4	49	28	21	43	20	23
5	12	8	4	7	5	2
6	22	18	4	17	11	6
7	40	28	12	34	23	11
8	13	7	6	11	6	5
9	16	9	7	12	4	8
10	40	32	8	34	33	1
11	30	23	7	21	10	11
12	13	9	4	10	9	1
13	51	39	12	35	28	7
14	21	10	11	15	10	5
15	10	5	5	15	12	3
16	12	9	3	6	4	2
17	13	5	8	51	36	15
18	13	12	1	15	13	2
19	8	5	3	27	21	6
20	11	3	8	6	5	1
21	19	11	8	9	6	3
22	23	17	6	15	10	5
TOTALS	498	332	166	446	310	136
Aver. per/Sub.	22.64	15.09	7.55	20.27	14.09	6.18
Improvement (Fewer errors)	2.37	1.00	1.37			

CONTROL GROUP, TWENTY-TWO SUBJECTS

ERRORS IN FIRST AND SECOND ESSAYS
(Errors are calculated per 100 words in essay)

SUBJECT	<u>First Essay</u>			<u>Second Essay</u>		
	TOT.	DIA.	NON-DIA.	TOT.	DIA.	NON-DIA.
1	9.94	4.22	5.72	7.08	4.31	2.77
2	4.02	1.15	2.87	2.68	.73	1.95
3	8.98	4.08	4.90	4.40	3.30	1.10
4	11.11	5.68	5.43	10.33	4.55	5.79
5	1.52	.76	.76	1.29	.97	.32
6	4.15	2.53	1.61	4.65	3.20	1.45
7	5.73	2.87	2.87	6.27	4.44	1.83
8	5.45	2.88	2.56	6.25	3.47	2.77
9	6.77	2.26	4.51	5.31	1.85	3.46
10	4.23	1.54	2.69	1.48	.49	.99
11	11.00	5.00	6.00	6.64	5.31	1.33
12	7.55	6.83	.72	10.80	6.10	4.69
13	12.32	5.80	6.52	5.38	3.08	2.31
14	3.94	.56	3.38	3.92	1.47	2.45
15	12.44	6.60	5.84	5.26	3.88	1.39
16	5.75	3.01	2.74	3.96	.88	3.08
17	14.36	7.43	6.93	12.50	8.65	3.85
18	5.53	1.26	4.27	4.25	2.28	1.96
19	11.14	5.14	6.00	9.03	5.04	3.99
20	5.07	2.40	2.67	3.26	1.90	1.36
21	6.43	2.92	3.51	4.13	2.75	1.38
22	3.38	1.93	1.45	4.60	1.53	3.07
TOTALS	160.81	76.85	83.95	123.47	70.18	53.29
Aver. per/Sub.	7.31	3.49	3.82	5.61	3.19	2.42
Improvement (Fewer errors)	1.70	.30	1.40			

One of the purposes of Research Project 2F040 was to further evaluate the diagnostic and predictive functions of the Dictated Sentence Test, an instrument designed and administered by the researcher. The scores of 159 students were programmed into a computer and several correlations were computed. The result of these calculations is shown below. Only the primary data sources were used for these calculations for the larger group.

Pearson Product Moment correlation coefficients were calculated between errors per 100 words in the Diagnostic Essay and errors in the Dictated Sentence Test for the following groups of subjects:

1. Experimental group first and second set
2. Control group first and second set
3. A group of 159 students from the total enrollment of English 3200, spring semester, 1972 and a group of students from the three sections of the summer session. This group includes both the control and experimental group.

Correlations were calculated for the following pairs of variables:

1. Total errors per 100 words in the essays vs Total errors in the dictated sentences.
2. Dialect errors per 100 words in the essays vs Dialect errors in the dictated sentences.
3. Non-dialect errors per 100 words in the essays vs Non-dialect errors in the sentences.

I. Experimental group, first set (primary data)

1. Total sentence errors vs total errors per 100 words in essays .628
2. Dialect errors in sentence vs dialect errors per 100 words in essay .776
3. Non-dialect errors in the essays vs non-dialect errors in the sentences .249

II. Experimental group, second set (final data)

1. Total sentence errors vs total errors per 100 words in essay 0.458
2. Dialect errors in sentences vs dialect errors per 100 words in essay 0.408
3. Non-dialect errors in the sentences vs non-dialect errors per 100 words in essays 0.390

III. Control group first set (primary data)

1. Total sentence errors vs total errors per 100 words in essay .332
2. Dialect errors in sentences vs dialect errors per 100 words in essays .374
3. Non-dialect errors in the essays vs non-dialect errors in the sentences .285

IV. Control group, second set (final data)

1. Total sentence errors vs total errors per 100 words in essays 0.839
2. Dialect errors in sentences vs dialect errors per 100 words in essay 0.799
3. Non-dialect errors in sentences vs non-dialect errors per 100 words in essays 0.517

V. Subjects from total enrollment of English 3200, spring and summer 159 (primary data only)

1. Total sentence errors vs total errors per 100 words in essay .521
2. Dialect errors in sentences vs dialect errors per 100 words in essay .605
3. Non-dialect errors in the essays vs non-dialect errors in the sentences .352

The correlations were found to be significant. The degree of significance has been determined by the chart--which follows--on page 19 of Henry E. Garrett's Testing for Teachers.

r's from .00 to \pm .20	very low; negligible
r's from \pm .20 to \pm .40	low; present but slight
r's from \pm .40 to \pm .70	substantial or marked
r's from \pm .70 to \pm 1.00	high to very high

As was expected the highest degree of correlation was found between dialect errors in the two instruments. The correlations of .776 for the experimental group and the somewhat lower correlations of .605 for the large group show that the Dictated Sentence Test is functioning as a sound measure of dialect errors in writing. Small samples, of course, never show as valid results as large samples, so two of the correlations shown above, while somewhat odd, are not surprising. The scores of the primary data on the experimental group show a high degree of correlation, while the final scores of this group show a much lesser degree of correlation.

Exactly the reverse is true of the control group. The primary data of this group showed the smallest degree of correlation of all the samples, while the final data showed a very high degree of correlation. The population of these samples are too small for these correlations to have much significance, but are nonetheless intriguing. Dr. Thornburg noticed the anomaly in these correlations, and in his letter of August 22, 1972, recommended that these figures be checked. (See Appendix A). The figures were calculated again with the same results as before.

The lower correlation between total errors and the very slight correlation between non-dialect errors may be understood by considering the nature of the Dictated Sentence Test. Punctuation of sentences is not a factor in this test as the sentences are short and the students are required to write them as a list. In the free-expression writing, the punctuation of sentences was a decided factor with such things as capitalization, comma splices, and sentences fragments being marked. Even with the differing non-dialect factors in the two instruments the correlations are sufficiently high that one may accord some value to the Dictated Sentence Test as a measure of general literacy.

A previous correlation between the scores of 96 subjects resulted in a coefficient of .628 for total errors and .873 for dialect errors.

CHAPTER V

CONCLUSIONS

The results of this study were disappointing in one aspect. It had been hoped that the experimental group would show a greater improvement in their free expression writing than they did. The researcher also hoped that the control group would show more improvement inasmuch as the researcher conscientiously strove to teach as best as might be, even though using methods which have proven ineffective in the past.

The experimental class did succeed in reducing their total errors by 2.20 errors per 100 words. This means a reduction of approximately six errors in the average essay, which is a decided improvement. The fact that the students started out with an average of approximately 20 errors in a three page essay and ended with an average of 14 errors in the same amount of writing is of course appalling. Even the fewer number of errors would not earn them a passing grade in most colleges.

It would seem that one two-credit semester course is not adequate for teaching a good control over standard written English to students who are severely handicapped by a distinctive dialect. However, it does appear that in the given time of one semester the students can make a greater improvement if the language course has been tailored to their specific needs.

The improvement in errors in the dictated sentences probably is more indicative of the actual improvement which took place in the students' language. The experimental class succeeded in reducing dialect errors in the writing of these sentences on the average of 8.69 fewer errors per student, while the control class succeeded in reducing the average number of errors by one (1) only.

The difference between reduction of errors in the sentences and the essay may be explained in several ways. The student is aware that the sentences are a test of some sort, and he is more alert and watchful. The material is given to him and he is not required to think of what to write, leaving his mind free to notice problems with individual words. In the sentences he meets problems with words which have been discussed all semester (although certainly not in connection with the sentences) and is able to make the correct choice of constructions. In the essays, he has an enormous selection of words and phrases from which to choose and makes dialect errors in words which had never been under discussion. For example the student who wrote, "It make me fill can of sad," was making three dialect errors, one of which -- the substitution of can for kind -- the

researcher had never encountered.

In order to standardize any test, thousands of test scores must be evaluated, so it would be premature to make any statement concerning the validity of the Dictated Sentence Test. However, the correlations between variables on the Dictated Sentence Test for 257 students have been quite high. Therefore, one might assume that further correlations would also be high and would eventually prove the Dictated Sentence Test to be a sound measure of dialectally derived errors in free expression writing. If so, the Dictated Sentence would be a valuable test indeed, as it requires approximately 25 minutes to give and is quickly scored. With few exceptions those who have made few or no errors in the Dictated Sentence Test have done very well on the essay and again with few exceptions, those making a great many errors on the Dictated Sentence Test also make a great many errors on the essay. The middle range of scores are more variable, a student doing fairly well on one instrument and rather poorly on the other.

During the semester the student has learned the constructions that are liable to cause him trouble, so he tends to avoid those constructions in his writing. He cannot avoid them in the dictated sentences so the improvement shown there is quite significant.

APPENDIX A

BALL STATE UNIVERSITY

MUNCIE, INDIANA 47306

COLLEGE OF SCIENCES AND HUMANITIES

Department of English



April 17, 1972.

Professor LaVerne Hanners
 Department of English
 Arkansas A. M. & N.
 Pine Bluff, Arkansas

Dear Mrs. Hanners:

Regarding our recent meetings over the Easter holiday and our consultations having to do with your work in dialectally derived errors in your students' writing, it definitely seems to me now, after consulting again with Professor Cox, that your theory has considerable merit. Professor Cox and I have reviewed the materials you left with us, and, for my part, I believe that the following procedure(s) might best aid you in your research. (I understand, incidentally, that Professor Cox is presently preparing a phonetic/phonemic transcription of the reading which all of your students recorded for you.)

From the material I have investigated, there seems very little doubt that your students tend to level inflections in their speech, and that that leveling is manifested in their writing. In fact, from an examination of the recorded readings, the material from which they were reading, and a phonetic transcription of (1) the readings and the original manuscripts and (2) the subsequent readings from corrected manuscripts, it is quite apparent that their errors in composition are dialectally derived; and that such errors are repaired when the students are made aware of phonetic, phonemic, and graphemic differences. Evidence for this exists in those readings which are recorded subsequent to corrected manuscripts: you will note that an awareness of graphemic error, when such errors are corrected, produces phonetic and phonemic corrections. One assumes from the evidence thus far that an awareness of the correlation among phonetic-phonemic-graphemic errors as they may be paradigmmed ought to produce corrections in every case. As I say, from the evidence I see, your theory of dialectally derived errors is sound, and such errors in composition may be corrected.

As I told you at our last meeting, it seems to me that your best procedure is to construct a series of pattern-practice drills for your students. These drills should afford the students opportunities to correct as many of the dialectally derived errors as is possible

from the items you have isolated. Again, as I told you in one of our conferences, I agree with you that one of the major errors involves the students' leveling of inflections. And one of the most frequent errors seems to be a confusion of aspects of the verb (carry, carry, carry for carry, carries, carried)--items of this nature. But, again, I note that once these errors are corrected graphemically on materials from which they are reading, the students definitely see phonetic/phonemic distinctions. The recordings prove this beyond doubt.

As you know, the method of pattern-practice drill is that employed widely in teaching English as a foreign language. As you may not know, this method has been adopted from time to time by public school teachers in culturally deprived urban schools. So far as I know, very few if any studies are available in this area (dialectally derived errors in writing by Negro urban students). I do know, however, that pattern-practice drill very like that you should construct is used in schools where dialectally derived errors appear.

I assume that Professor Cox will be writing you in regard to his transcriptions. Please do not hesitate to write or call me in the future if you feel that I may be of further assistance to you as a consultant.

I wish you well in your work, and I am eager to see the results of your research.

Yours,

Thomas R. Thornburg
Thomas R. Thornburg

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BALL STATE UNIVERSITY

MUNCIE, INDIANA 47306

COLLEGE OF SCIENCES & HUMANITIES
Department of English



August 22, 1972.

Professor LaVerne Hanners
Arkansas A. M. & N.
Pine Bluff, Arkansas

Dear Mrs. Hanners:

I have reviewed entirely the data which you sent me--all of the corpus of material, both tapes, your arithmetical analysis of your findings, the statistical analysis, the computer feed-outs, etc. having to do with your study of Dialectal Interference in the Writing of Black College Students. Therefore, the following:

1. I agree absolutely with your hypothesis (hypotheses) that dialectal interference does manifest itself in these students' writing. The tapes, the consistency of errors, the essays which provide the count for lexical items in which dialectal errors occur, the exercises in dictation--all demonstrate the reality of dialectal interference, an interference which culminates in gross errors in your students' writing.

2. Further, from reviewing the findings for your control vs. your experimental group, I agree that you have succeeded admirably in correcting the errors occasioned by dialectal interference in the work (the writing) done by your experimental group. I would suggest, however, that you check carefully with your computer programmer regarding your coefficient correlation vis-à-vis some of the items on the final feed-out. But there is no doubt in my mind that you have demonstrated that dialectal interference can in this case be corrected to some extent. Congratulations.

3. As I told you at our last consultation, I am fairly certain that your students' consistent difficulty with the schwa, the schwar, the barred i, the intrusive r, the inversion of velar plosives and some fricatives and affricatives, and their confusion with alveolar plosives--all and more of which difficulties manifest themselves in errors in writing--I say, the difficulty has its basis in the dialect your students are speaking. Further, it seems apparent to me that you are correct in your identifying these dialectal

problems as peculiarly and uniquely Black dialectal difficulties. It is true that one encounters dialectal differences (which manifest themselves in writing) in various regions, but they are not to my knowledge the same at all, or even similar to those you have been analyzing.

4. As for your original plan for your study, I believe that your findings indicate beyond doubt that your linguistically oriented method for teaching these students is superior to any traditional method with which I am acquainted. Further, it seems to me that your evaluation procedure is definitely valid, but valid only to the extent of your study--it seems to me that you need to make a more extensive study in order to bring your work to fruition.

5. I suggest that, if you are able and permitted to further your work in this important area of language study, you should broaden your population as much as you can. You should obtain a greater corpus of material with which to work. You should obtain a careful and exacting phonetic transcription of all your taped material. You should avail yourself of a phonetic analysis (a phonological analysis) of your material having to do particularly with consonant and vowel clusters, and environmental influence in the dialect with which you are working. Given all of this (and probably more as the corpus grows) you should be able to isolate lexical items of consistent and considerable difficulty for your students, and you should be able to predict in almost every instance where and why dialectal interference causes serious errors in writing.

6. I agree with you that your study should be confined to and concerned with the analysis and correction of dialectal interference in your students' writing --not their spoken dialect--so that they might more closely approach an acceptable standard of writing in American English.

7. I have on the basis of your successful experiment decided to obtain further consultation with Dr. Michael Stewart, Assistant Professor in Linguistics (Transformational Theory) here at Ball, and with Dr. Betty Robinett, Professor in Linguistics and Chairman for English for Foreign Students, University of Minnesota. Mrs. Robinett, you may recall, was my professor in phonology some years ago. I should like these people to be aware of your important work.

Again, I congratulate you on the successful completion of this part of your study. I am glad and proud to have been a part of it, and I wish you every success in your work as it advances.

Yours sincerely,

Thomas R. Thornburg

Thomas R. Thornburg

English Department
Ball State University
Muncie, Indiana
July 10, 1972

Mrs. LaVerne Hanners
Box 4053
Arkansas A, M, and N College
Pine Bluff, Arkansas

Dear Mrs. Hanners:

I am enclosing a partial statement regarding some of the phonemic data you recorded. I am still listening to tapes, particularly for intonation patterns as they affect other aspects of speech patterns, particularly phrasing. I will have more to say about that when I see you. I am also continuing to analyze the printed data I have. Some of the comments I have made are rather brief and need to be expanded to fully clarify the explanations. I keep turning up some interesting things that will prove to be meaningful in the final analysis, I hope.

I hope this gets to you before you leave Pine Bluff. In any case, I'll see you next week. By the way, I'm enclosing a Xerox copy of the check stub. Thanks. I keep trying to see Tom Thornburg, but he's always out, or talking to someone.

Most sincerely,

Keith Cox.

FURTHER ANALYSIS OF ERRORS IN WRITING OF BLACK COLLEGE STUDENTS

V. Treating similar phonemes as allophones

/t/ /d/: starded represents a tendency to voice a stop between vowels or partial vowels such as r.
forbitten would seem to represent the opposite tendency. However, it is quite likely that the student is using a glottal stop as an allophone of both /t/ and /d/ in the environment of a final -en.

/n/ /ŋ/: This is probably the equivalent of -in' for -ing
/o/ /ɔ/: Lowering the vowel in alone would make it equivalent to the vowel in along. With the two nasals likewise the same, the two words would become homophones.

/t/ /s/: This alternation is characteristic of other dialects as well.

/t/ /ts/: In the case of important/importance, the release of the /n/ before the final /s/ would produce a medial /t/. This would then create a situation similar to the loss of /s/ in the third person singular and in the plural.

X. Problems with /r/. These tend to fall into several different categories.

A. Post-vocalic /r/

purnished	In most of these cases the /r/ is added to a schwa
celerbrate	sound. What probably occurs is that the schwa becomes
sturdy	a schwa, since they are both central. However, it might
furture (probably)	well be that this is just a spelling problem; if <u>guard</u>
jurde	is pronounced as <u>god</u> , then the student may have
querstion (probably)	learned to insert the -r- spelling in cases of this kind.

lordge	<u>squard</u> is a good example of the statement just made. On
mordern	the other hand, this might be the type of problem which
squard	occurs with words like <u>wash</u> in some Indiana dialects, where
	/a/ becomes /ɔ/, which in turn becomes /ɔr/.

B. Pre-vocalic /r/

proverty	In both of these words there is a post-vocalic -r-
January	later in the word. This looks like a spelling problem
	rather than a speech problem. The writer is aware of
	-r- in the word, but he isn't sure how many there are
	or where they come. It is also possible that the writer
	sees a word as a group of letters rather than a sequence
	of letters and includes too many -r's in his sequence.

C. Other problems

firgth might be an isolated accident. Again it may be be related to seeing a group of confusing letters rather than a sequence.
finderly. If find is homophonous with fine, then the rest of the problem is like that in celerbrate.
during for doing seems to be an example of the true intrusive -r-, with the -r- inserted to separate two adjacent vowels.

D. Intrusive r

XI. Extra Items

send	sent	/sen/	/sen/	Apparently in these words the final /n/ or /l/ is unreleased, thus failing to produce the true final /d/ or /t/.
spend	spent	/spen/	/spen/	
build	built	/bil/	/bil/	
fell	felt	/fel/	/fel/	

alone along This has been considered earlier.

fell fill feel full The tape-recorded readings seem to indicate a tendency to centralize and diphthongize the vowels in these words. This would tend to make them sound similar, particularly because of the /y/ glide at the end.

lost lose loose These need to be analyzed more fully before making and definitive statement about the vowel quality.

sang song sung

APPENDIX B

LIST OF ERRORS AND PROBABLE REASONS FOR EACH

The researcher had previously identified ten constructions as writing errors which were likely to occur in the writing of the students in English 3200. These ten constructions had been noted as occurring in the writing of two classes of freshman students and in the writing of 13 sections of English 3200. A list of the ten constructions and data gathered on each individual construction with examples of each error follows:

I. The \emptyset inflection of the past tense and past participle.

I was ashameed to ask.
He ask me to dance.
A good job can be obtained.

There appear to be three reasons for the omissions of the $[D_1]$ and $[D_2]$ morphemes.

1) In certain phonological environments the $[D_1]$ and $[D_2]$ morphemes are silent. The /d/ is a dental sound and if the word ending in /d/ is followed by another dental sound, only one of the dental sounds is pronounced. The students do not hear the ending; therefore, they omit it.

2) If the word following the word ending in a dental sound begins with a vowel, the dental sound does not attach to its stem but is captured by the word following. This may be observed in the following example. "A gold line is form in the navy blue at the edge." Unless one makes a conscious effort, the words formed in are pronounced /fɔɪmd In/ with the plus juncture falling between /m/ and /d/, rather than /fɔɪmd In/, where the juncture would coincide with the morphemic boundry. The student does not hear the word formed with a /d/ ending. At the same time he knows very well that the preposition following is not spelled din. He solves the problem by omitting the letter entirely.

3) The omission of the $[D_1]$ and $[D_2]$ morphemes at the end of a word at the end of the sentence is explainable by the fact that in this particular dialect the final dental sound on any word is not released. The students, lacking visual training from extensive reading, and being further conditioned by other omissions of the final d simply do not hear nor write this final sound.

II. The omission of the $[s_2]$ inflection on the third person, singular, present tense, indicative verb. The omission of this verb ending is a demonstration of the tendency of the

language toward economy

III. The use of have for every form of the verb to have.

He have a new car.

The words has and had as auxillaries do not exist in the natural language of the subjects of this study, and are used only infrequently with the meaning of owning or possesing. In papers of one or two pages in length from seventy-seven students, the word has did not occur at all. The word had was used in only 12 papers. There was a total of 16 uses of this word in the 12 pages; all usages were the predicating verb. These sixteen uses of the word had is a response to education as the word is not common in the spoken language of the subjects. The subjects do not use the perfect tenses to any extent in their speech or writing, substituting the simple present tense where the present perfect would conventionally be used. The past progressive tense is generally used to substitute for the past perfect, as in the following example:

If I was going to Jackson State, I would probably be somewhere hurt.

IV. The \emptyset copula. This construction may also be explained by the tendency of the language toward economy. The student omits many forms of to be in his speech and quite often in his writing.

Mary, this serious. . Why you laugh.
That about it.

V. The \emptyset inflection on plural and genitive nouns.

One of the girl was sick.
Mulroy mother loves him.

These constructions also demonstrate the tendency of the language toward economy.

VI. Confusion of sets of phonemes: /d/ /t/, /n/ /ŋ/, /w/ /hw/

Suttonly the door slam.
He starded the car.
The storm was wind alone with rain.
I hate to stay along at night.
The wheather was bad.
I didn't know weather to laugh are cry.

The confusion of these phonemes can be explained by the fact that the principle phonemic difference in these sets of phonemes is in voicing. The /d/ and /t/ phonemes are formed exactly in the same way, except that the /d/ is voiced. Voicing of consonants does not appear to be phonemic in this dialect; therefore, the student is reduced to guessing at the needed construction, as he cannot distinguish between them by the way they sound.

VII. The double plural and double genitive.

The mens are working.
His feets was in a pool of blood.
They had three childrens.
That pencil is mines.

The double plural is formed in analogy with other [s₁] plural endings. The double genitive construction of mines is formed in analogy to the constructions theirs, ours and hers.

VIII. The embedded question.

I asked him where was he.
Let's see is he home.

There are several possible explanations for this construction. In the first example students may be influenced by the direct quotation and the inverted word order of the question. In the second example the students may have hit upon the embedded question as a means of expressing a conditional situation. The word if almost never occurs in the middle of the sentence, and seldom occurs at the beginning of a sentence. In 77 pages of writing the word if occurred only 37 times in only 27 of the papers. The inversion of the word order eliminates the need of if in many of the sentences. Why the word if is so infrequently used has not yet been determined.

IX. The use of be as a predicating verb.

Insects be in all the food.
Those people that bees in the Bible.

This construction is very frequent in the speech of the students but probably because of determined teaching appears only infrequently in writing. The causes of the use in speech are probably two-fold. It may be a retention of an archaic form of the verb to be, or the retention of a subjunctive usage that has fallen out of favor in the standard dialect.

X. The intrusive r.

The jurdge sentence him to death.
He was under the influrence of whiskey.
He ask me a querstion.

The intrusive r is the most difficult of all the variant constructions to explain. The vowel which precedes the r in each of the examples is what is termed an r colored vowel, but the students have strengthened the sound of the r in these constructions until it has become the same sound that is heard in bird and hurt. Experts consulted agree that the students have been overly influenced by the r coloring of the vowel, and ~~re~~transcribing it as an r. None of the experts could suggest any other plausible reason for this construction.

APPENDIX C.

TEST SENTENCES

The following sentences each have one or more opportunities for a dialectally derived error. A code number is written above each class of error. The code follows:

- 1) Ø inflection of the past tense and past participle.
- 2) Ø inflection of the third person singular indicative verb.
- 3) The use of have for the third person singular verb has.
(I am treating this verb separately from those in category 2 because it is the most wide spread single mistake the students make, and the most difficult to correct.)
- 4) The Ø copula.
- 5) Confusion of phonemes.
- 6) The embedded question.
- 7) Ø inflection on plural and genitive nouns.
- 8) Forms of be as an indicative present.
(This particular error, although frequent in speech and in free written expression, does not lend itself to dictated sentences.) There are no opportunities to make the error in the following sentences.
- 9) Double plural on nouns and pronouns.
- 10) The intrusive r.
 - 1) He built a new house.
5
 - 2) One of the men went to jail.
9 5
 - 3) Mulroy is a fine man.
4 5
 - 4) He sees his mother every day.
2
 - 5) I was disgusted with myself.
10 1
 - 6) The children were alone in the house.
9 5
 - 7) Suddenly the door slammed.
10 5 1
 - 8) I couldn't go along with that.
5 5
 - 9) I nearly lost my mind.
7 2
 - 10) Mulroy's mother loves him.
1
 - 11) I was ashamed of myself.
9 5
 - 12) His teeth were loose.

- 13) Mulroy kicked him in the mouth.
 14) He knows where the body is.
 15) He hated to lose his teeth.
 16) That is the last time I'll tell you.
 17) Several of my friends are crazy.
 18) It makes no difference to me.
 19) The judge sentenced him to death.
 20) He always studies his lesson.
 21) She has no influence on me.
 22) Do you mind if I do mine first?
 23) I can't find my fine silver.
 24) I asked him where he was going.
 25) He has too many friends.
 26) I don't think he sees well.
 27) Come go along with me.
 28) The year has passed quickly.
 29) Never send a boy to do a man's job.
 30) He passed the course this past semester.
 31) Mulroy has had too much to drink.
 32) The baby cries every night.
 33) The time is past for talking.
 34) Mulroy owns a shotgun.
 35) The car has a bent fender.
 36) I wondered where you were.
 37) Jane's mother has no sons.
 38) Susan hates to study.

- 39) She ²cries ²every ⁵time she ⁵hears ⁵that ⁵song.
- 40) I ⁵feel ⁷bad ⁵today.
- 41) Some ⁷of ⁵the ⁷boys ⁷went ⁷to ⁷town.
- 42) Did ⁵you ⁴pass ⁴both ⁴tests?
- 43) The ⁴weather ⁴is ⁹bad.
- 44) The ⁷book ⁹is ⁴mine.
- 45) John's ⁵feet ⁵are ⁷always ⁷cold.
- 46) I ⁵went ⁵along ⁷with ⁷the ⁷girls.
- 47) The ²branches ¹⁰of ⁷the ⁷trees ⁷were ⁷bare.
- 48) She ⁵goes ⁷steady ⁷with ⁷two ⁷boys.
- 49) Mulroy ⁵stole ⁵the ⁵sheriff's ⁵car.
- 50) I ⁵didn't ⁵know ⁵whether ⁵to ⁵laugh ⁵or ⁵cry.

There are the following 98 opportunities for dialectal errors in the above sentences.

- 1) 12
- 2) 13
- 3) 6
- 4) 6
- 5) 34 (This is by far the most numerous category because I am lumping all the phomene confusions into one heading.)
- 6) 3
- 7) 13
- 8) None
- 9) 5
- 10) 7

APPENDIX D

QUESTIONNAIRE FOR ENGLISH WORKSHOP

1. Name _____ Sex: F _____ M _____
2. Campus Address _____ Phone No. _____
3. Birthdate _____ Age _____
4. Classification _____ English Proficiency Score _____
5. Major _____ Teaching _____ Non-Teaching _____
6. Marital Status: Single _____ Married _____ Other _____
7. Place of birth: City _____ State _____
8. Home Address: Street _____ City _____ State _____
9. Area in which you have spent most of your life _____
10. Have you ever lived on a farm? Yes _____ No _____
11. How long did you live on the farm? _____
12. If you have attended a college other than A. M. & N give the name. _____
13. How many brothers do you have? _____ Sisters? _____
14. How many of the children in your family are older than you? _____
15. How many of your brothers and sisters have graduated from high school? _____ College? _____
16. Are any attending college now? Yes _____ No _____
17. If any are attending college, where? _____
18. What year of school did your father complete? _____
Your mother _____
19. Are you a veteran? Yes _____ No _____
- ✓ 20. Are you receiving financial aid from any scholarship, grant, loan, or work study? _____
21. If the answer to the above question is yes, give source of financial aid. _____

22. Have you ever had a job other than at A. M. & N?
Yes _____ No _____
23. How many different jobs have you had? _____
24. If your fellow employees were both black and white, did they tend to separate themselves into two groups during lunch hours, rest periods, or breaks?
Yes _____ No _____
25. Was your elementary school integrated? Yes _____ No _____
26. When did it integrate? _____
27. Was your high school integrated? Yes _____ No _____
28. When did it integrate? _____
29. In all your school attendance how many classes have you had white teachers? _____
30. How many books do you read simply for pleasure? _____
31. Do you read a newspaper regularly? Yes _____ No _____
32. Which one? _____
33. Does your family have a television set? Yes _____ No _____
34. How old were you when your family got its television set? _____
35. Approximately how many states have you been in? _____
36. What is the largest city you have ever lived in?

37. How long did you live there? _____
38. When a child did you live for as long as a year with anyone other than your parents? Yes _____ No _____
39. If so, give the relationship _____
40. What language other than English have you studied?

APPENDIX E

STATEMENT TO CLASSES

This semester I am going to conduct the English Workshop in a somewhat different way than I have in the past. Before this semester I taught all five sections exactly the same lesson on the same day. This practice led to several unfavorable situations. Some students who missed one class felt they could attend a later class. I wouldn't have minded this so much except occasionally one class would have very few students in it, and another would be far too crowded.

At other times, students in earlier classes would take notes on the lesson or examination to pass on to their friends in the later classes. This is obviously unfair to those who do not happen to have friends in an earlier class. Besides that, it really isn't very honest.

Some students, though enrolled in one class, decided to attend another section entirely. This led to great confusion in recording grades and attendance. Because of these difficulties, each class during this semester will be taught different lessons on the same day. I realize that this makes considerable more work for me, but I really believe that it will be a better way to teach. I promise you that no class will have more work or longer assignments than another.

Now if any person in the class has an excellent reason for attending a section other than the one he is enrolled in, he will need to get a drop-add card immediately, transferring to another section because after this class period each student will be required to attend the class he is enrolled in.

You also may have heard from a few of the previous students in the workshop that it is possible to test out of the workshop with a grade. This was true last semester. Several students did test out with a grade. These were students who had not taken the English Proficiency Examination before enrolling. They eventually took the test and passed. Their English performance was good, so they were allowed to leave the class with a grade after having passed two examinations with few or no mistakes. This semester, of course, no one was allowed to enroll in English 3200 who had not taken and failed the English Proficiency Examination. Therefore, no tests will be given to enable students to pass out of the course, and attendance in your own section will be required.

(As noted in the introduction, forty-four students were allowed to test out of the classes, even though it had first been decided not to allow students to leave the class).

APPENDIX F

SYLLABUS FOR EXPERIMENTAL CLASS

First Meeting, February 1, 1972

Introduce teacher

Outline class procedure, attendance requirements and goals of class

Second Meeting, February 3, 1972

Fill out demographic questionnaires

Third Meeting, February 8, 1972

Read prepared statement to class, p. 23 of Project

Proposal. Administer dictated sentence test pp. 19-21 Project Proposal

Fourth Meeting, February 10, 1972

Assign in-class essay, "The Good Life"

This essay will be graded by symbols devised by the researcher, with some conventional symbols. A list of the researcher's symbols follows:

<u>s</u>	verb inflection
D ₁	verb inflection
<u>S</u>	noun plural
's s'	noun genitive
C.P.	confusion of phonemes
in.R.	intrusive r
D.I.	double inflection of nouns and pronouns (childrens, mines)

The students are not expected to understand these grading symbols on this first diagnostic essay.

Fifth Meeting, February 15, 1972

Return graded essays

Explain to students that the grading system will become clear to them later. Explain the mistakes in simple terms

Sixth Meeting, February 17, 1972

First lecture on language changes and present inflectional system of English. Noun inflections

Write on board the paradigm of the stone in Anglo-Saxon to acquaint the students with the following:

- A. Language changes
- B. The change is toward simplification
- C. One major change in language is toward the leveling of inflections
- D. Major trouble with students' language is their leveling of inflections which are still considered necessary

Singular

Nom. sē	stān	the stone
Gen. <i>stānes</i>	stānes	the stone's
Dat. <i>stāne</i>	stāne	the stone
Acc. <i>stone</i>	stān	the stone

Plural

Nom. & Acc. <i>stānas</i>	stānas	the stones
Gen. <i>stāna</i>	stāna	the stones'
Dat. <i>stānum</i>	stānum	the stones

Seventh Meeting, February 22, 1972

Continue discussion of noun inflection

s es inflections on the plural noun. Explain difference between inflections and regular affixes

Explain when es is used to form plural

List on board exceptions to the regular noun plural.

Seven mutation nouns which form plurals with a replative

teeth	oo	---	ee
geese	oo	---	ee
feet	oo	----	ee
mice	ou	----	i
lice	ou	----	i
men	a	----	e
women	a	----	e

Three Old English nouns which form plural with n

children oxen brethren

Examples of several nouns with a \emptyset inflection for the plural.

sheep deer quail

Seventh Meeting con't.

Examples of several nouns which still retain the foreign plural

Discuss noun genitive inflection

List new vocabulary with definitions

mutation
affix
prefix
suffix
replative
inflection
Ø inflection
open class
closed class
productive class
genitive

Eighth Meeting, February 24, 1972

Verb inflections

Write s es plural and 's s' genitive on the board to remind students of these inflections

Write er est ing inflections on board. Discuss briefly

Write ed past tense inflection and past participle on board

Explain principle parts of verbs

Explain weak and strong verb forms

Give students list of strong verb forms still left in the language. Discuss

Explain three sounds of ed inflection. /d/ /t/ and /ɪd/

walked /t/

stoned /d/

batted /ɪd/

Give students complete conjugation of verb to be

Explain irregular conjugation of verb

Review six inflections which have already been discussed

Write s verb inflection on board

Explain retention of this inflection using example of

Anglo-Saxon verb fremman

ic

fremme

fremest

hē

hit

hēo

frameð

Third person singular
Midland dialect

acquired es ending from

Ninth Meeting, February 29, 1972

Administer test on material covered to date

Tenth Meeting, March 2, 1972

Return graded tests

Lecture on dialects covering the following points:

- A. All people speak a dialect
- B. These dialects affect the way they write
- C. There is only one written dialect-standard written English
- D. Reassure students about their own speech, but emphasize importance of correct writing
- E. Discuss features of their own dialect and explain the influence of this dialect on their writing
- F. Call attention to the following dialectal peculiarities

fell-feel-fill-felt
alone-along
lose-loose-loss-lost
passed-past-pass
mine-mind
fine-find
weather-whether
doing-during
where-were

Assign Exercise I. (All exercises have been composed by the teacher).

Eleventh Meeting, March 7, 1972

Return graded exercises

Discuss

Assign Exercise II

Twelfth Meeting, March 9, 1972

Assign essay, "Three Things I Like/Dislike About A. M. & N"

Essays to be graded with particular attention to inflectional system and phoneme confusions.

Thirteenth Meeting, March 14, 1972

Write a paragraph describing some natural catastrophe such as a tornado, flood or forest fire

These paragraphs will be marked by the teacher, and corrected and rewritten by the students. Each student will read his corrected paragraph into a tape recorder. Both the original uncorrected paragraph and the corrected paragraph will be compared to the voice recording to see how faithfully the student has followed his own speech patterns in his writing.

Fourteenth Meeting, March 16, 1972

Return graded paragraphs
Students will correct and rewrite

Fifteenth Meeting, March 21, 1972

Review all material covered to date
Assign Exercise IV -- Verb tenses and Proper inflection
This exercise will be done in class, discussed and
corrected by the students

Sixteenth Meeting, March 23, 1972

Mid-term Examination
Examination will cover all material to date

Seventeenth Meeting, March 28, 1972

Return Mid-term Examination
Discuss
Outline work for second half of semester
Classes will be dismissed on March 30th, the final day
before the Easter vacation. In lieu of class
attendance on this day the students will be asked
to go individually to the teacher's office sometime
between March 21 and March 30, to read material into
a tape recorder.

Eighteenth Meeting, April 11, 1972

Review work covered to date to refresh students'
memories after Easter holiday.
Special attention to verb and noun inflections
Review ways to distinguish between there-their to-too
and other homonyms.

Nineteenth Meeting, April 13, 1972

Assign three page essay to be written in class
"A Funny Thing Happened . . .

Twentieth Meeting, April 18, 1972

Return graded essays
Discuss all mistakes in class with special attention to
correct inflections and sentence structure

Twenty-first Meeting, April 20, 1972

Lecture on spelling
This lecture will discuss doubling of consonants at
the end of words, ways to distinguish between several
different pairs of homonyms, and an analysis of
several words often misspelled in the student's
writing.

Twenty-second Meeting, April 25, 1972

Give spelling test

Twenty-second Meeting, April 25, 1972 con't.

Have students trade and correct each other's papers
Have student write sentences using all misspelled
words on his paper.

Twenty-third Meeting, April 27, 1972

Assign in-class essay
"Your Opinion of the Merger"

Twenty-fourth Meeting, May 2, 1972

Return graded essays. There will be a letter grade
on these essays using grading standards in effect in
at least two other colleges. (Ball State University
and Highlands University)

0 - 1	gross errors	A
2 - 3	gross errors	B
4 - 5	gross errors	C
6 - 7	gross errors	D
Over 7	gross errors	F

Following is a list of mistakes to be considered as
gross errors:

1. Leveled inflections
2. Comma splices, sentence fragments, run on sentences
3. Faulty paragraphing
4. Confusion of simple homonyms
(there-their, too-to, and the like)
5. Two or three misspellings of common words
These will be marked with the grading symbols
outlined on page 1 of this syllabus

Twenty-fifth Meeting, May 4, 1972

Return graded essays

A list of all errors on these essays will have been
completed and each error will be discussed in class
Discuss sentence structure

Twenty-sixth Meeting, May 19, 1972

Assign descriptive paragraph

"A Description of a Stolen Car"

This will be written, corrected and rewritten in class

Twenty-seventh Meeting, May 11, 1972

Lecture on quotation marks and paragraphing of dialogue

Assign written dialogue

A conversation between a policeman and a little old
lady selling flowers

Twenty-eighth Meeting, May 16, 1972

Review material on inflections, sentence structure,
paragraphing, and spelling

Twenty-ninth Meeting, May 18, 1972

Administer Dictated Sentence Test

This test is considered part of the final examination

May 22-26 Final Examination week

The second part of the final examination will be an
essay, written in class during a two hour period on
one of the following subjects:

1. A description of an event which caused you to
have emotions of pity or compassion.
2. Three things you would like to see before you
die.
3. A subject of your own choosing.

(Some symbols used in this syllabus have been simplified
or otherwise modified for classroom use for this experimental
group and do not necessarily conform to traditional symbols).

SYLLABUS FOR CONTROL CLASS

First Meeting, February 1, 1972

Introduce teacher

Outline class procedure, attendance requirements and goals of class

Distribute college owned textbooks. Macmillan Handbook of English

Second Meeting, February 3, 1972

Fill out demographic questionnaire

Third Meeting, February 8, 1972

Read prepared statement to class p. 23 of Project Proposal

Administer Dictated Sentence Test. Pages 19-21 Project Proposal

Fourth Meeting, February 10, 1972

Assign in-class essay "The Good Life."

Fifth Meeting, February 15, 1972

Return graded essays

Discuss grading symbols

Lecture on Levels of Usage. Pages 14-31 Handbook

Sixth Meeting, February 17, 1972

Lecture on sentence fragments, run together sentences and comma junctures pp. 217-228 Handbook

Seventh Meeting, February 22, 1972

Assign Exercise 1, p. 227 Handbook.

(All exercises will be mimeographed with space provided on the paper for completion of the exercises).

Eighth Meeting, February 24, 1972

Lecture on subject-verb agreement as outlined in Handbook, pages 229-236

Assign Exercises 1, 2, & 3. p. 236-237

Ninth Meeting, February 29, 1972

Lecture on pronouns, pp. 238-247, Handbook

Assign Exercises 2, p. 248

Tenth Meeting, March 2, 1972

Assign in-class essay, "Three Things I Like/Dislike About A. M. & N College." Grade with particular attention to sentence structure, subject-verb agreement, and correct pronoun stage

Eleventh Meeting, March 7, 1972

Return graded papers

Discuss and answer questions

Lecture on adjectives and adverbs, pp. 250-255,
Handbook

Twelfth Meeting, March 9, 1972

Exercises 1, 2, & 3, pp. 256-257; Handbook

Thirteenth Meeting, March 14, 1972

Lecture on verbs covering pp. 257-265

Exercises 1, 2, & 3, pp. 266-267

Fourteenth Meeting, March 16, 1972

Lecture on revision of manuscripts pp. 268-272,
Handbook

Assign paragraph, Description of Some Natural
Disaster

Revise in class under direction of teacher

Fifteenth Meeting, March 21, 1972

Lecture on capitals, abbreviations and numbers,
pp. 273-282, Handbook

Exercise 1, p. 277

Exercise 2, p. 281

Sixteenth Meeting, March 23, 1972

Mid-term Examination

will cover all exercises and lectures to date

Seventeenth Meeting, March 28, 1972

Return examinations - discuss

Classes will be dismissed on March 30th, the final
day before the Easter vacation. In lieu of class
attendance on this day the students will be asked
to go individually to the teacher's office sometime
between March 21 and March 30, to read material into
a tape recorder.

Eighteenth Meeting, April 11, 1972

Lecture on punctuation - The period, question mark,
exclamation point

Exercise 1, pp. 294-295

Nineteenth Meeting, April 13, 1972

Lecture on the comma, pp. 295-308

Exercise 2, p. 309

Twentieth Meeting, April 18, 1972

Lecture on the semi-colon, the appostrophe, and quotation
marks, pp. 313-325

Exercise 2, p. 325

Twenty-first Meeting, April 20, 1972
Lecture on spelling, pp. 337-345
Assign spelling words

Twenty-second Meeting, April 25, 1972
Give spelling test
Lecture on similar forms of words

Twenty-third Meeting, April 27, 1972
Assign in-class essay. "Your Opinion of the Merger."

Twenty-fourth Meeting, May 2, 1972
Return graded essay
Discuss

Twenty-fifth Meeting, May 4, 1972
Lecture on "The Sentences, Grammatical Patterns",
pp. 48-64
Exercises 1 and 2, pp. 63-64

Twenty-sixth Meeting, May 9, 1972
Lecture on "The Paragraph" pp. 82-109

Twenty-seventh Meeting, May 11, 1972
Assign three short paragraphs, to be written, paragraphs
are to be graded with particular attention to
placement and development of the topic sentence

Twenty-eighth Meeting, May 16, 1972
Return graded paragraphs
Discuss individual errors

Twenty-ninth Meeting, May 18, 1972
Administer Dictated Sentence Test. This test is
considered a part of the final examination

May 22-26, 1972

Final Examination week. The second part of the final
examination will be an essay, written in class
during a two-hour period on one of the following
subjects:

1. A description of an event which caused you to
have emotions of pity or compassion
2. Three things you would like to see before you
die
3. A subject of your own choosing

APPENDIX G

READING EXERCISE
Appendix IV

The weather was so bad that the children wondered whether or not to postpone their picnic.

Mary said, "We have waited so long and the weather man says that it will be warm this afternoon. Let's go."

Most of the children started off down the path that went along the river bank. Some rain fell but it did not feel very cold. James grumbled, "The sun always shines when we are in school, but it rains on Saturday."

The boys ran on ahead leaving the girls alone. The girls walked along talking to each other. Susan asked a question, "How much did we spend on the picnic?"

"We spent over five dollars," Jane said.

"Well, that's the last of the club's money," Mary, who was treasurer, said.

"It makes no difference," Jane said. "We didn't have enough to send anyone to camp anyway."

"I can't see the boys," Susan shouted. "Does anyone know when they went over that hill?"

"I think we are lost," Jane said. "The teacher warned us not to lose our way."

"I know where we were supposed to be," Mary said, "but I don't know where we are."

Suddenly Jane shouted. "I see James through those trees, and I think he sees us. Let's catch up with them." The girls ran down the path that wound along beside the river.

APPENDIX H

(81)

(-17)

116

1. He build a new house.
2. one of the men went to jail.
3. Mulroy is a fine man.
4. He sees his mother every day.
5. I was distracted with myself.
6. The children were alone in the house.
7. Suddenly the door ~~stamed~~ stamed.
8. I couldn't go along with that.
9. I nearly lost my mind.
10. Mulroy's mother loves him.
11. I was ashamed of myself.
12. His teeth were loose.
13. Mulroy kicked him in the mouth.
14. He knows where the body is.
15. He hated to lose his teeth.
16. That is the last time I'll tell you.
17. General of my friend is crazy.
18. It makes no difference to me.
19. The judge sentenced him to death.
20. He always studies his lesson.
21. She has the influence on me.
22. Do you mind if I do mine first?
23. I can't find my fine silver.
24. I asked him where he was going.
25. He has too many friends.
26. I don't think he sees well.

21. Come go along with me.
28. The year has passed quickly.
29. Never send a boy to do a man's job.
30. He passed the course this pass semester.
31. Mulroy has had to much to drink.
32. The baby cries every night.
33. The time is passed for talking.
34. Mulroy owns a shot gun.
35. The car has a bent fender.
36. I wondered where you were.
37. ~~John's~~ mother has no son.
38. Susan hated to study.
39. She cries every time she hears that song.
40. I feel bad today.
41. Some of the boys went to town.
42. Did you pass both test?
43. The weather is bad.
44. That book is mine.
45. John's feet are always cold.
46. I went along with the girls.
47. The branches of the tree were bare.
48. He goes steady with two boys.
49. Mulroy stole the cheap car.
50. I didn't know whether to laugh or cry.



use

1. He built a new house.
2. One of the men went to jail.
3. Mulroy is a fine man.
4. He sees his mother every day.
5. I was disgusted with myself.
6. The children were alone in the house.
7. Suddenly the door slammed.
8. I couldn't go on along with that.
9. I nearly lost my mind.
10. Mulroy's mother loved him.
11. I was ashamed of myself.
12. His teeth were loose.
13. Mulroy kicked in the month.
14. He knows where the body is.
15. He hated to lose his teeth.
16. That is the last time I'll tell you.
17. Several of my friends are crazy.
18. It makes ~~no~~ difference to me.
19. The judge sentenced to death.
20. He always studies his lessons.
21. He has no influence on me.
22. Do you mind if I do mine first?
23. I can't find my fine silver.
24. I asked him where he was going.
25. He has too many friends.
26. I don't think he sees well.

-8

2ND

6D

27 Come go along with me.

28. The year has passed quickly

29. Never send a boy to do a man's job.

30. He ^{passed} ~~passed~~ the course this past semester.

31. Mulroy has too much to drink.

32. He cries every night.

33. The time is past for talking.

34. Mulroy owns a shotgun.

35. The car has a bent gender.

36. I wondered where you were.

37. ~~James~~ mother has no son.

38. Susan hates to study.

39. She cries every time she hears that song.

40. I feel bad today.

41. Some of the boys went to town.

42. Did you pass both tests?

43. The weather is bad.

44. That book is mine.

45. John got as always cold.

46. I went along with the girls.

47. The branches of the trees were bare.

48. She goes ~~with~~ ^{to} with her boys.

49. Mulroy stole the ~~shiny~~ car.

50. I didn't know he heated to laugh or

cry.

(Set 1)

Dec 3

(55)

480 N.D.

1. He build a new house.
2. One of the men went to jail.
3. Moroy is a ferid man.
4. He see his mother every day.
5. I was disgusted with myself.
6. The children were alone in the house.
7. Suddenly the door slam.
8. I couldn't go alone with that.
9. I nearly lost my mind.
10. Moroy mother love him.
11. I was ashame of myself.
12. His teeth were lose.
13. Moroy kill him in the mouth.
14. He know where the body is.
15. He hated to lose his teeth.
16. That is the last time whitey.
17. Several of my friend are crazy.
18. It make no difference to me.
19. The judge sen him to death.
20. He always study his lesson.
21. She has no influence on me.
22. Do you mind if I do mind first?
23. I can't find my ferid. Sister.
24. I ask him where he was going.
25. He has many friend.

26. I dont think he see will.
27. Come go alone with me.
28. the year has past quickly.
29. never ~~to~~ find a way to do a man job.
30. he pass the course this past semester.
31. Mary have had to much to drink.
32. the baby cried every night.
33. the time is past for talking.
34. Mary own a shot-gun.
35. the car has a bent fender.
36. I wonder where you were.
37. John matter has no son.
38. Susan hate to study.
39. she cries every time she here that song.
40. I feel bad today.
41. Some of the boy went to town.
42. Did you pass both test?
43. the weather is bad.
44. That book is new.
45. John feet are always cold.
46. I went alone with the girls.
47. the Branches of the tree were bare.
48. ~~She~~ go studied with to boy.
49. Mary state the Sherman car.
50. I didn't weather to laugh or cry.
51.

(Set 2)

4 N.D.

-29 25 D

1. He built a new house.
2. One of the men went to jail.
3. Murray is a fine man.
4. He sees his mother everyday.
5. I was disgusted with myself.
6. the children were alone in the house.
7. suddenly the door slammed.
8. I couldn't go along with that.
9. I nearly lost my mind.
10. Murray, mother and her.
11. I was ashamed of myself.
12. Her teeth were loose.
13. Murray, Kitch and in the match.
14. He knows where the body is.
15. He hated to loose his teeth.
16. That is the last time I'll tell you.
17. Several of my friends are crazy.
18. It's no different to me.
19. The judge saw him to death.
20. He always studied his son.
21. She has no experience on me.
22. Do you mean as I do mean first?
23. I can't find my fine silver.
24. I asked him where he was going.
25. He has too many friends.
26. I don't think he sees well.

27. Come go alone with me.
28. the year has passed quickly.
29. Never send a boy to do a new job.
30. He pass the Cal so this past Amster.
31. Mulroy has had to much to drink.
32. the baby cries every night.
33. the time is past for talking.
34. Mulroy own a shotgun.
35. the car has a best gender.
36. I wonder where you were.
37. Jane mother has no home.
38. Susan hates to study.
39. She cries every time she hear that Dong.
40. I feel bad today.
41. Some of the boys went to town.
42. Did you passed that test?
43. the weather is bad.
44. that book is new.
45. John feet are always cold.
46. I went along with the girls.
47. the branches of the trees were new.
48. She goes study with trans trap.
49. Mulroy stole the Oliver car.
50. I didn't know whether to laugh or cry.

(Set 1)

(14) 59

1. He built a new house.
2. One of the men went to jail.
3. Mulroy is a fine man.
4. He sees his mother every day.
5. I was disgusted with myself.
6. The children were alone in the house.
7. Suddenly the door slammed.
8. I couldn't go along with that.
9. I nearly lost my mind.
10. Mulroy's mother loves him.
11. I was ashamed of myself.
12. His teeth were loose.
13. Mulroy kicked him in the mouth.
14. He knows where the body is.
15. He hated to lose his teeth.
16. That is the last time I'll tell you.
17. Several of my friends are crazy.
18. It makes no difference to me.
19. The judge sentenced him to death.
20. He also was studies his lesson.
21. He has no influence on me.
22. Do you mind if I do mind first? ?
23. I can't find my fine silver.
24. I asked him when he was going.
25. He has too many ~~fine~~ friends.
26. I don't think he sees well.
27. Come go along with me.

28. The year has passed quickly.
29. Peter sent a boy to do a man's job.
30. He passed the course this past semester.
31. Murray has had to much to drink.
32. The baby cries every night.
33. The time is passed for talking.
34. Murray owns a shot-gun.
35. The car has a bent fender.
36. I wondered where you were.
37. James' mother has no sons.
38. Susan hates to study.
39. She cries every time she hears that song.
40. I feel bad today.
41. Some of the boys went to town.
42. Did you pass math test? ?
43. The weather is bad.
44. That book is mine.
45. James' feet are always cold.
46. I went along with the girls.
47. The branches of the tree were bare.
48. ~~She~~ She goes study with two boys.
49. Murray stole the Sheriff's car.
50. I didn't know whether to laugh or cry.

Set 2

100%

5-16-72

1. He built a new house.
2. One of the men went to jail.
3. Murray is a fine man.
4. He sees his mother every day.
5. I was disgusted with myself.
6. The children were alone in the house.
7. Suddenly, the door slammed.
8. I couldn't go along with that.
9. I nearly lost my mind.
10. Murray's mother loves him.
11. I was ashamed of myself.
12. His teeth were loose.
13. Murray kicked him in the mouth.
14. He knows where the lady is.
15. He hated to lose his teeth.
16. That is the last time I'll tell you.
17. Several of my friends are crazy.
18. It makes no difference to me.
19. The judge sentenced him to death.
20. He always ~~studies~~ studies his lesson.
21. She has no influence on me.
22. Do you mind if I do mine first?
23. I can't find my fine silver.
24. I asked him where he was going.
25. He has too many friends.

26. I don't think he sees well.
27. Come go along with me.
28. The year has passed quickly.
29. Never send a boy to do a man's job.
30. He passed the course this past semester.
31. Murray has had too much to drink.
32. The baby cries every night.
33. The time is past for talking.
34. Murray owns a shot gun.
35. The car has a bent fender.
36. I wondered where you were.
37. James' mother has no sons.
38. Susan hates to study.
39. She cries everytime she hears that song.
40. I feel bad today.
41. Some of the boys went to town.
42. Did you pass both tests?
43. The weather is bad.
44. That book is mine.
45. John's feet are always cold.
46. I went along with the girls.
47. The branches of the tree were bare.
48. She goes steady with two boys.
49. Murray stole the sheriff's car.
50. I didn't know whether to laugh or cry.